

## FROM THE DIRECTOR

April 2019

### INDIANA OFFICE OF SPECIAL EDUCATION UPDATES

Dear Colleagues,

As I am sure you are aware, April is Autism Awareness Month. A few years ago my family traveled to California to visit family. As we were unloading our car, we were surprised when a young boy, possibly between the ages of four and five, came running down the alley. My sister-in-law and I (both of whom are mothers to two children) immediately ran and caught the little boy. When we asked him his name, we were met with an unfocused look and no communication. Another lady who happened to be out jogging also approached the youngster and asked questions: Where do you live? Who are your parents? We became increasingly concerned as our inquiries were met with silence. This child was clearly agitated but did not cry or speak a single word. The jogger proceeded to call 911 with the description of the little boy.

While we were waiting for the authorities, a man came running up to our group, nearly breathless as he called out the young boy's name. He explained that his son had autism and was non-verbal. He had gotten the door unlocked and was out of the house in a minute! The man and his wife had been searching everywhere for their son while calling his name.

Thankfully, the boy was reunited with his father, but afterward we all remained shaken as we discussed how this situation might have ended without our concerned intervention. I commented to my family that I always encouraged the families that I worked with to have some sort of indicator on a young child's clothing such as writing their name and a phone number on the inside of their shirt. If this had been the case with this boy, we could have easily contacted the parents and provided the authorities more information to help unite the boy with his family.

In recognition of Autism Awareness Month, how can we keep our children on the Autism Spectrum safe – specifically, the non-verbal children? While we must always try to keep ALL of our children safe, we must take steps to ensure we protect and support those who have no voice. As we share our stories with each other, be creative in discussing what we can do to help keep our children stay safe! Share your story with others!

Best,

*Dr. Nancy Holsapple*



**Dr. Nancy Holsapple**

*Director of the Office of  
Special Education, IDOE*

#### Inside this Issue:

OSE News	2-5
Federal Update: 2019 Policy Letters	6
Assessment Update	7-8
IRN Partner Spotlight: IRCA	9
Upcoming Dates & Deadlines	10



#### OSE Vision Statement

*Every student, including those with disabilities, is held to high expectations and has equitable access to educational opportunities that enrich lives and prepare students for future success.*

## FROM THE DIRECTOR

### OSE NEWS YOU CAN USE

#### Upcoming Changes to *From the Director*: New Look to be Unveiled in August

For the 2019-2020 school year, the OSE newsletter will have a new look and a new delivery method. This May will be the last month that this newsletter will be delivered through the Learning Connection. We will continue to include the same features in our OSE newsletter—guidance, Q & A, training dates, etc., but over the summer we will be updating to a more efficient format.

Starting in August, our newsletter will be delivered via [Dr. McCormick's Weekly Update](#), as well as through a new community platform (more details to follow in the May issue—stay tuned.)

We encourage all of you who are not already signed up for the IDOE weekly updates to do so!

[Click here to receive weekly updates from the Indiana Department of Education.](#)

#### Transition Portfolio Guidance is Here!

All students who have an IEP will be expected to have a transition portfolio beginning with the 2023 cohort. The transition portfolio satisfies requirements for the transition portfolio component of the new Certificate of Completion course of study, as the product to demonstrate employability skills within graduation pathways, and as the summary of performance for students with IEPs exiting school with a diploma or a Certificate of Completion or when students have aged out of special education services. The Guidance Document is located on the Office of Special Education [website](#). You may also access the Guidance Document through this link: [https://docs.google.com/document/d/1egpW\\_aOQzql1iy4R957WpPGPyn7oWpbBDaxZc7syFXQ/edit?usp=sharing](https://docs.google.com/document/d/1egpW_aOQzql1iy4R957WpPGPyn7oWpbBDaxZc7syFXQ/edit?usp=sharing)



#### Transition Portfolio Regional Trainings are being offered this summer!

To assist teachers, school counselors, and administrators in implementing the new Transition Portfolio, the Office of Special Education, with support from INSTRC staff, will be offering regional trainings this summer. Click [HERE](#) for more information and to register!

You may also register at <http://go.iu.edu/2a3q>



## FROM THE DIRECTOR

### OSE NEWS YOU CAN USE

#### Certificate of Completion

With the implementation of ESSA and the [November 16, 2015 Dear Colleague Letter on Free and Appropriate Public Education \(FAPE\)](#), the Indiana Department of Education, Office of Special Education began to redefine the Certificate of Completion course of study in 2016. The course of study has been available in the current school year for schools to begin to implement on a voluntary basis. Beginning in the 2019-2020 school year, the new course of study will take full effect and schools are expected to implement the course of study with fidelity for each and every student who is not on a diploma track.

Those local education agencies who have already implemented the course of study requirements should make sure they report any student earning an applied unit or the Certificate of Completion in the Course of Completion (DOE-CC) data submissions this year. The OSE will work with IDOE data staff to ensure the reporting functionality is working correctly.

Information about the Certificate of Completion course of study is available [here](#). Other information about the Certificate of Completion is located [here](#).

Information about reporting applied units and the Certificate of Completion within the Course of Completion (DOE-CC) is available [here](#).

#### Graduation Pathways

Beginning with the Class of 2023, all students will be accessing Graduation Pathways. The Graduation Pathways have three components. The first component is earning the necessary credits to fulfill the requirements for a CORE 40 diploma. The second component is demonstrating the student's employability skills. The third component is the Post-Secondary Ready Competency. Students taking a Post-Secondary Ready Competency exam such as the SAT, ACT, or the ASVAB may do so with accommodations. In order to qualify for accommodations, students must apply for accommodations through the appropriate test provider prior to registering for the exam. Please contact your school counselor or the appropriate test provider for more information.



## FROM THE DIRECTOR

## OSE NEWS YOU CAN USE



# Indiana GRADUATION PATHWAYS

The path to graduation is not one-size-fits-all. Indiana provides many pathways for students to earn a high school diploma.

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## OVERVIEW

*Students starting with the Class of 2023 must meet all of the following:*

**1 Credits**

**2 Learn & Demonstrate Employability Skills**

**3 Postsecondary-Ready Competencies**

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## DIPLOMA REQUIREMENTS

**1 Credits**  
Earn credits toward a diploma with designation.

- Core 40 - minimum 40 credits
- Academic Honors - minimum 47 credits
- Technical Honors - minimum 47 credits
- General

**2 Learn & Demonstrate Employability Skills**  
Produce defined outcome(s) based on experience.

Defined Outcome Options

Videos  
Papers  
Resume  
Dual Credit  
Certifications  
Portfolio  
Projects  
Slideshows  
Presentation  
Five Year Goal Plan  
Reflection of Experience  
Letters of Recommendation  
Letter of Employment Verification  
Postsecondary-related Experiences  
Co-Curricular Participation  
Extra-Curricular Participation  
Locally Defined Outcome

**3 Postsecondary-Ready Competencies**  
Meet at least one of these competencies.

- **Honors Diploma**  
academic or technical
- **SAT**  
reading/writing = 480, math = 530
- **ACT**  
english = 18, reading = 22, math = 22, science = 23 (2 out of 4 needed with at least one in English/Reading and one in Math/Science)
- **ASVAB**  
minimum of 31
- **Industry Certification**  
certification from approved DWD list
- **Apprenticeship**  
federally recognized
- **CTE Concentrator**  
C average or higher in at least 2 advanced HS courses in a state-approved CTE Pathway
- **AP/IB/Dual Credit/ Cambridge International/CLEP**  
C average or higher in 3 courses (1 of the 3 courses must be in core content area or all three must be part of a CTE pathway)
- **Locally Created Pathway**  
approved by SBOE
- **Waiver**  
see listed web link

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## TRACKING

**1 Transcript with Completed Courses**

**Project-Based Experience**  
Allows students to gain knowledge and skills by working for an extended period of time to investigate and respond to an authentic, engaging, and complex question.

**2 Work Toward Completion of One of the Experiences Below**

**Service-Based Experience**  
Integrates academic study with service experience, reflects larger social, economic, and societal issues, and collaborative efforts between students, schools, and community partners.

**3 Course Selection, Graduation Plan, & Testing Opportunities**

**Work-Based Experience**  
Activities that occur in a workplace while developing the student's skills, knowledge, and readiness for work.



@EducatIN



Indiana Department of Education



Indiana Department of Education

**Please Visit:** <https://www.doe.in.gov/graduation-pathways>

**Questions:** [DOEGradpathway@doe.in.gov](mailto:DOEGradpathway@doe.in.gov)



## FROM THE DIRECTOR

**OSE NEWS YOU CAN USE**

**IICM-Indiana Inclusive Communication Matters****No Cost Consultation Services for AAC**

PATINS offers no cost consultation services for Indiana public schools serving students with complex communication needs, which can include student observation, training, feature matching, and strategy and system suggestions. To start fill out [this form](#) for each student.



The [Commission on Improving the Status of Children in Indiana](#) encourages school districts to designate a professional at the district level to oversee initiatives related to social-emotional learning and mental health. At its December 2018 meeting, the Commission endorsed a [set of suggestions](#) for districts to consider, including potential titles, responsibilities, qualifications, and funding sources for the position.

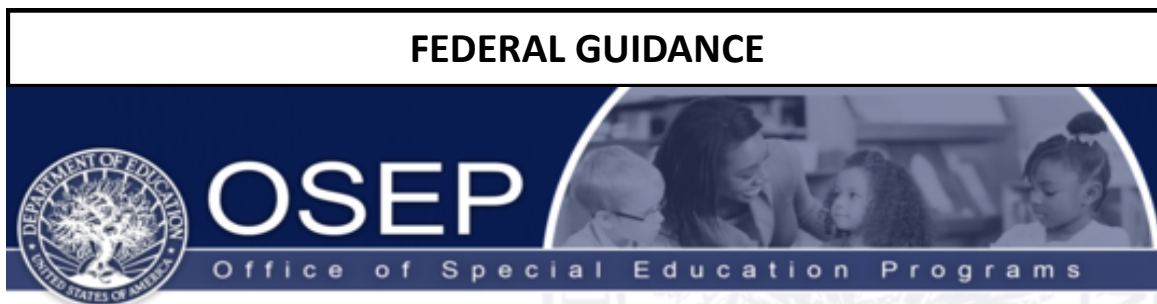
**First Annual Model Site Summit**

On March 14th, 90+ educators joined the Project SUCCESS resource center and model site districts at the 1st Annual Model Site Summit. Teams presented the results of their efforts to enhance learning opportunities for students with significant disabilities and the event highlighted the positive student outcomes we can expect when we have high expectations for all students. A special thanks to our partner schools:

- Memorial Park Middle School (FWCS)
- Bloomfield High School (GSSEC)
- Hamilton Heights High School
- Kokomo High School (KCS)
- New Palestine High School (SHCS)
- Greenfield-Central Junior High School (GCCS)
- Hoover Elementary School (CCS)



## FROM THE DIRECTOR



## OSEP Policy Letters

The United States Department of Education, Office of Special Education Programs (OSEP) issued the following policy letters earlier this year. You may click on any of the links for a pdf of the full document.

- ◆ January 29, 2019: [Letter to Nathan](#) addresses a series of questions regarding the discipline protections for children not yet determined eligible for special education and related services under *Individuals with Disabilities Education Act*.
- ◆ January 29, 2019: [Letter to Wayne](#) addresses a local educational agency's obligation to a parentally placed private school child with a disability when the child's parent does not request FAPE for the child.
- ◆ January 29, 2019: [Letter to Duncan](#) addresses the topic of the duty to provide a free appropriate public education (FAPE) to students with disabilities in correctional facilities.
- ◆ January 29, 2019: [Letter to Zirkel](#) addresses questions regarding the implementation of response to intervention and multi-tiered systems of support.
- ◆ February 21, 2019: [Letter to Siegel](#) addresses questions regarding a child with a disability who transfers to a new local educational agency during the summer.
- ◆ February 22, 2019: [Letter to Olex](#) addresses whether parental consent is required prior to conducting "age appropriate transition assessments" referenced in the IDEA Part B transition services provisions.



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**FROM THE DIRECTOR**

**Assessment Update**

**Alternate Assessment ESSA 1% Cap Data Webinar**

The Office of Special Education, Office of Student Assessment, and the Project SUCCESS Resource Center hosted a webinar on Wednesday, April 10 to discuss data related to the 1% cap on participation on the Alternate Assessment required by ESSA. This webinar discussed ways to disaggregate LEA and building level data related to the 1%. Educators can access a prerecording of this training [here](#). A PDF of the slides can be found [here](#). Please send any general questions to Kristan, [ksievers@doe.in.gov](mailto:ksievers@doe.in.gov), and data related questions to Brandon, [bmyers@doe.in.gov](mailto:bmyers@doe.in.gov).

**I AM**
**I AM Training FAQ**

AIR and IDOE have created a list of frequently asked questions and answers from the I AM Test Administrator trainings. This FAQ is posted to the [IDOE website](#) and will be available on the [I AM Portal](#).

**Reminder! Share with Educators! Transition from Segment 1 to Segment 2**

Test Administrators (TAs) must administer Segment 1 and Segment 2 of each I AM assessment on separate days. The system will allow TAs to continue onto Segment 2 within the same testing session, however this is not allowed per IDOE guidance. TAs will be presented this text at the end of Segment 1:

*You have reached the end of this segment:*

*I AM (grade and subject area) Test*

*You have reached the end of Segment 1. Please exit full screen mode to pause the test. The pause button is located in the upper right hand corner.*

Only those TAs who are administering a test on paper should select Next Segment to note the tier assignment prior to closing. This will allow the TA to administer the correct paper form on the following day.

**Reminder! Share with Educators! Steps for Reporting No Mode of Communication**

TAs should follow the steps below to ensure a student is correctly identified as having No Mode of Communication.

- The TA will select “Mark as No Response” from the context menu for the two practice test items if the student has no way to communicate an answer during the practice test.
- The TA will select “Mark as No Response” for the two participation items at the beginning of the operational test.
- The TA will also select “Mark as No Response” for the first three operational items in Segment 1.
- **At this time, the test will close for the student and the TA.** If the test does not automatically close, the TA should go back to ensure “Mark as No Response” has been selected for the two participation items and the first three operational items.
- The TA will repeat the process for each content area on subsequent days.

The STC will approve the indication of No Mode of Communication for this student in TIDE. Marking this in TIDE alone ***will not*** ensure the student’s test is scored correctly. The TA must complete the steps above. Please contact Stephanie Thompson at [sthompson2@doe.in.gov](mailto:sthompson2@doe.in.gov) or 317-234-2377 with any policy questions regarding No Mode of Communication.

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**FROM THE DIRECTOR**

<b>Assessment Update</b>
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*Continued from page 7*

## **ILEARN**

### **Spring 2019 ILEARN Test Window Opens April 22!**

The spring test window opens April 22 for students in grades 3-8. The window is also open for any students who need to participate in the ILEARN Biology and/or U.S. Government ECA. Online is the primary testing mode for all students except those approved to use paper. Paper-and-pencil test windows close one week before online windows.

### **ILEARN U.S. Government ECA Results Availability in ORS**

Beginning May 6, schools will be able to access online scores in the Online Reporting System (ORS) almost immediately upon completion of student tests. Scores for completed paper assessments will become available in ORS shortly after materials are processed and shipped. Once received by the vendor, paper tests will be scored within 5-6 days.

### **ILEARN Addendum for Test Administrators - Share with Educators!**

IDOE drafted [this addendum](#) in response to educator feedback to clarify some elements of test administration (e.g., Text-to-Speech functionality, reminders for students, use of multiplication chart) referenced in existing ILEARN ancillary documents. Refer to last Wednesday's listserv message for more information. Please [contact Office of Student Assessment](#) with any questions.

### **ILEARN Accommodations-Multiplication Table**

The multiplication table is not an embedded feature within the testing platform. Regardless of whether the TIDE report reflects the use of the multiplication table for the student, if this accommodation is already listed in the student's IEP as an additional accommodation, then the student should be given the multiplication table during ILEARN.

Schools and case conference committees should consider whether the multiplication table is an accommodation the student uses as part of the student's education program. If it is, then the student may be eligible to use the multiplication table as an accommodation during ILEARN. For the multiplication table to be added in as an accommodation, the student should have been utilizing this tool on a regular basis as part of the student's educational programming. Students with documented and persistent calculation disabilities often use this chart throughout their education program.

Changes to the IEP may be made without convening a CCC meeting if parents and schools agree not to convene the CCC meeting and to collaboratively develop a written document to amend or modify the student's current IEP. For any accommodation to be used on a statewide assessment, the accommodation must be approved in the Accessibility and Accommodation Guidance and written into the student's current IEP.

## FROM THE DIRECTOR



## INDIANA RESOURCE NETWORK NEWS

[Indiana Resource Center for Autism](#)

Realizing the increasing incidence of autism spectrum disorders, the Indiana Resource Center for Autism (IRCA) staff are actively engaged in work that leads to improved outcomes for individuals on the spectrum and their families. Specifically, their work is focused on goals around early detection and diagnosis, effective early childhood and school-age programs that utilize evidence-based practices, transition across grade levels and across stages of life, post-secondary opportunities, community employment and living options, family support, and other activities that lead to an improved quality of life. [IRCA staff](#) works in collaboration with other agencies and organizations to assist in achieving these outcomes by providing information and training on a variety of topics, strategies, and methods.

**Indiana Resource Center for Autism**

conducting training, consultations, engages in research, and disseminates information to build local community capacity to support children and adults on the autism spectrum

For more information contact Cathy Pratt, director, [prattc@indiana.edu](mailto:prattc@indiana.edu), or click on one of these topics:

[About Autism](#)

[Training & Events](#)

[Supports](#)

[Resources](#)



**FROM THE DIRECTOR****Upcoming Dates & Deadlines****Yearlong Statewide & Virtual** [PATINS](#) SY 2018-2019 training calendar**MAY**May 15-17 Indianapolis [HANDS](#) [Intensive 3-Day Programming and Workshop](#)**JUNE**June 17-21 Sunman Dearborn (Community Setting) [HANDS](#)[Intensive Weeklong Training For School Personnel & Community Service Providers working with preK-12 students with autism spectrum disorder \(ASD\) and related disabilities](#)**JULY**July 8-12 Indianapolis: Middle/High School [HANDS](#)[Intensive Weeklong Training For School Personnel & Community Service Providers working with preK-12 students with autism spectrum disorder \(ASD\) and related disabilities](#)

July 10 New Director Training ICASE

July 22-26 Indianapolis: Elementary School [HANDS](#)[Intensive Weeklong Training For School Personnel & Community Service Providers working with preK-12 students with autism spectrum disorder \(ASD\) and related disabilities](#)**AUGUST**August 27 Indianapolis [IEPRC](#) Indiana Special Education Law Conference - Preconference: Current Trends and Legal Issues in Special Education - David Bateman, Ph.D. & Mitchell Yell, Ph.D.August 28-29 Indianapolis [IEPRC](#) Indiana Special Education Law Conference**Summer Fun!**

(This article was posted in the 'Tuesday's Transition Tips for Teachers' by the Indiana Secondary Transition Resource Center.)

Summer camps are a wonderful way for our students to meet new friends, explore new interests, experience independence, and participate in activities they might never be exposed to during the school year. It can be challenging, though, to find the right camp for a student with disabilities. Day camp, weekends, near home, robots, exotic animals, anime, music, medical or physical supports, picky eaters, fear of the water, stargazing. You name it; families are looking for it.

Thankfully, our colleagues at the Indiana Resource Center for Autism publish an annual [Summer Camps and Programs Guide](#), where parents, teachers, and counselors can find a myriad of camps that take place throughout Indiana. (The guide is not just for students with autism.) It's listed by region and alphabetically and even includes therapeutic horseback riding programs and sensory-friendly movie theaters.

Deadlines for enrollment vary, so explore now and send the link to your families!

For assistance at any time please contact the Special Education

General Line: 317-232-0570

email: [specialeducation@doe.in.gov](mailto:specialeducation@doe.in.gov)